

AWARD READING CORRELATION Grade 3**Standard 1****READING: Word Recognition, Fluency, and Vocabulary Development**

Students understand the basic features of words. They select letter patterns and know how to translate them into spoken language using phonics (an understanding of the different letters that make different sounds), syllables, word parts (un-, -ful), and context (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Decoding and Word Recognition

3.1.1	Know and use more difficult word families (-ight) when reading unfamiliar words.	TE: Week 8: Jackie's Best Birthday Present, p. 314, 316 TE: Week 15: Jason and Jake, p. 142 TE: Week 21: China's Treasure, p. 315, 316 TE: Week 33: I Want to Act, p. 348
3.1.2	Read words with several syllables.	TE: Week 6: Aunt Rose's New Sports Car, p. 233 TE: Week 15: Jason and Jake, p. 134, 136, 140, 144, 145 TE: Week 25: Making the Leaves Talk, p. 69, 70 TE: Week 34: Changes, p. 361
3.1.3	Read aloud grade-level-appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice, and expression.	TE: Week 2: Granddaddy's Season, p. 101, 114 TE: Week 2: Chicago's Burning, p. 125 TE: Week 4: Gorilla Mountain, p. 165, 172, 177 TE: Week 7: Why Not Try a Triathlon?, p. 263 TE: Week 16: Tracking Animals, p. 178 TE: Week 19: Deepwater Danger, p. 257, 258 TE: Week 20: Statues of the World, p. 272, 273, 280 TE: Week 31: Who Was Benjamin Franklin?, p. 265, 272 TE: Week 34: Changes, p. 359, 373, 374

Vocabulary and Concept Development

3.1.4	Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings). Example: Understand that words, such as fair and fare, are said the same way but have different meanings. Know the difference between two meanings of the word lead when used in sentences, such as "The pencil has lead in it" and "I will lead the way."	TE: Week 1: Race Day, p. 77 TE: Week 4: Gorilla Mountain, p. 173 TE: Week 8: The Scent of a Gypsy Dance, p. 294, 303 TE: Week 13: Shake It Up All Around, p. 79, 80 TE: Week 24: Magda the Mammoth Hunter, p. 406 TE: Week 29: Danger on Copper Mountain, p. 219 TE: Week 31: Who Was Benjamin Franklin? p. 273
3.1.5.	Demonstrate knowledge of grade-level-appropriate words to speak specifically about different issues.	TE: Week 1: Race Day, p. 68, 72, 73, 76, 77, 78, 80 TE: Week 13: Erik the Viking Raider, p. 88, 89, 90, 91 TE: Week 22: Katrina, p. 360, 361, 362, 363 TE: Week 29: Danger on Copper Mountain, p. 218, 219, 220, 221

3.1.6.	Use sentence and word context to find the meaning of unknown words.	TE: Week 1: Tich, p. 90 TE: Week 3: Hoppy, p. 140, 144 TE: Week 20: Statues of the World, p. 273 TE: Week 27: The Adventures of Tuffy and Keira, P. 140, 144
3.1.7.	Use a dictionary to learn the meaning and pronunciation of unknown words.	TE: Week 5: River Running, p. 213 TE: Week 22: The Bike Race, p. 338 TE: Week 29: The Racer, p. 213 TE: Week 32: Spiders in My Stomach, p. 309
3.1.8.	Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.	TE: Week 3: The Circle Shell, p. 158 TE: Week 15: Kwanzaa Celebration, p. 156 TE: Week 25: Making the Leaves Talk, p. 77, 78 TE: Week 27: The Adventures of Tuffy and Keira, p. 137, 138
3.1.9	Identify more difficult multiple-meaning words (such as puzzle or fire).	TE: Week 1: Race Day, p. 68, 69, 76, 77 TE: Week 1: Tich, p. 90 TE: Week 3: Hoppy, p. 136, 140, 144 TE: Week 14: Flooded Out, p. 102 TE: Week 20: Statues of the World, p. 273 TE: Week 21: China's Treasure, p. 306 TE: Week 27: Step Up to the Plate, p. 158 TE: Week 27: The Adventures of Tuffy and Keira, P. 140, 144

Standard 2**READING: Comprehension and Analysis of Nonfiction and Informational Text**

Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 3, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many subject areas, children's magazines and periodicals, and reference and technical materials.

Structural Features of Informational and Technical Materials

3.2.1	Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.	TE: Week 4: Gorilla Mountain, p. 180 TE: Week 7: Why Not Try a Triathlon?, p. 269 TE: Week 10: Louis Braille and the Secret Alphabet, p. 366 TE: Week 20: Statues of the World, p. 280, 292 TE: Week 28: I Love Killer Whales, p. 164, 176, 180
3.2.9	Identify text that uses sequence or other logical order (alphabetical, time, categorical).	TE: Week 4: Gorilla Mountain, p. 181 TE: Week 10: Louis Braille and the Secret Alphabet, p. 365 TE: week 20: Statues of the World, p. 280, 281, 290 TE: Week 29: The Racer, p. 194 TE: Week 31: Who Was Benjamin Franklin? p. 269, 270

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

3.2.2.	Ask questions and support answers by connecting prior knowledge with literal information from the text. Example: When reading informational materials about	TE: Week 4: Gorilla Mountain, p. 164 TE: Week 10: Louis Braille and the Secret Alphabet, p. 360 TE: Week 16: Tracking Animals, p. 168 TE: Week 20: Statues of the World, p. 290 TE: Week 28: I Love Killer Whales, p. 168
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	science topics or social science subjects, compare what is read to background knowledge about the subject.	
3.2.3.	Show understanding by identifying answers in the text. Example: After generating a question about information in a text, skim and scan the remaining text to find the answer to the question.	TE: Week 4: Gorilla Mountain, p. 164, 168, 172, 180 TE: Week 10: Louis Braille and the Secret Alphabet, p. 360, 361, 364, 365, 373 TE: Week 16: Tracking Animals, p. 168 TE: Week 17: Cattle Caller on the Oregon Trail, p. 196, 197 TE: Week 20: Statues of the World, p. 290 TE: Week 28: I Love Killer Whales, p. 168, 173, 176
3.2.4.	Recall major points in the text and make and revise predictions about what is read. Example: Listen and view Steve Jenkins' book Actual Size; discuss his examples representing the physical dimensions of various animals and their habitats. Also discuss the artistic methods Jenkins used to represent the animals.	TE: Week 2: Granddaddy's Season, p. 202 TE: Week 15: Jason and Jake, p. 136 TE: Week 27: The Adventures of Tuffy and Keira, p. 141 TE: Week 30: Waterworks, p. 232
3.2.5.	Distinguish the main idea and supporting details in expository (informational) text. Example: Read an informational text, such as Volcano: The Eruption and Healing of Mount St. Helen's by Patricia Lauber, and make a chart listing the main ideas from the text and the details that support them.	TE: Week 7: Why Not Try a Triathlon?, p. 278 TE: Week 10: Louis Braille and the Secret Alphabet, p. 365 TE: Week 23: The Sounds We Hear, p. 373, 384 TE: Week 29: The Racer, p. 194
3.2.6.	Locate appropriate and significant information from the text, including problems and solutions. Example: Identify the problem faced by a character in a book, such as A Gift for Tia Rosa by Karen T. Taha, and explain how the character solved his or her problem. Identify how problems can form the motivations for new discoveries or inventions by reading informational texts about famous inventors, scientists, or explorers, such as Thomas Edison or Jonas Salk.	TE: Week 5: River Running, p. 203 TE: Week 26: Ninjas, p. 107 TE: Week 30: Waterworks, p. 237 TE: Week 31, Who Was Benjamin Franklin?, p. 269
3.2.7.	Follow simple multiple-step written instructions.	TE: Week 34: What is a Llama? p. 334, 339, 340, 341, 351

3.2.8.	Distinguish between cause and effect and between fact and opinion in informational text.	TE: Week 4: Gorilla Mountain, p. 169, 170, 178, 179, 181, 183 TE: Week 10: Louis Braille and the Secret Alphabet, p. 367 TE: Week 16: Tracking Animals, p. 173, 174, 177, 178 TE: Week 20: Statues of the World, p. 281 TE: Week 21: China's Treasure, p. 312 TE: Week 23: The Sounds We Hear, p. 382 TE: Week 28: I Love Killer Whales, p. 170, 174 TE: Week 31: Who Was Benjamin Franklin?, p. 270
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Standard 3**READING: Comprehension and Analysis of Literary Text**

Students read and respond to a wide variety of significant works of children's literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 3, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

Structural Features of Literature

3.3.1	Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction. Example: Look at the same topic, such as cranes, and see how it is shown differently in various forms of literature, such as the poem "On the Run" by Douglas Florian, the play The Crane Wife by Sumiko Yagawa, Anne Laurin's fictional book Perfect Crane, and the nonfiction counting book Counting Cranes by Mary Beth Owens.	TE: Week 5: River Running, p. 198, 199, 202, 203, 206, 210 TE: Week 19: Saved by the Sea, p. 265, 266 TE: Week 24: He Ran Because he Loved to Run, p. 422, 423, 424, 425 TE: Week 26: Red Alert!, p. 122
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Analysis of Grade-Level-Appropriate Literary Text

3.3.2.	Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. Example: Read and discuss the plots of the folktales from around the world that explain why animals are the way they are, such as Why Mosquitoes Buzz in People's Ears retold by Verna Aardema or How the Leopard Got Its Spots by Justine and Ron Fontes. Plot each story onto a story map.	TE: Week 11: The Wild Snow Dog, p. 396, 397, 402 TE: Week 13: Shake it Up All Around, p. 68, 72, 73, 76 TE: Week 15: Kwanzaa Celebration, p. 157, 159 TE: Week 29: The Racer, p. 206, 207, 210, 212
3.3.3.	Determine what characters are like by what they say or do and by how the author or illustrator portrays them. Example: Discuss and write about the comical aspects of the motorcycle-riding mouse, Ralph S. Mouse, the main character in Beverly Cleary's	TE: Week 8: The Scent of a Gypsy Dance, p. 294, 303 TE: Week 13: Shake It Up All Around, p. 79, 80 TE: Week 24: Magda the Mammoth Hunter, p. 406 TE: Week 31: Who Was Benjamin Franklin? p. 273

	book by the same name.	
3.3.4.	Determine the theme or author's message in fiction and nonfiction text. Example: Look at the admirable qualities in Abraham Lincoln as shown in both the fictional story <i>More Than Halfway There</i> , by Janet Halliday Ervin, and the nonfiction biography <i>Abe Lincoln's Hat</i> , by Martha Brenner.	TE: Week 11: <i>The Wild Snow Dog</i> , p. 396, 397, 402 TE: Week 13: <i>Shake it Up All Around</i> , p. 68, 72, 73, 76 TE: Week 15: <i>Kwanzaa Celebration</i> , p. 157, 159 TE: Week 29: <i>The Racer</i> , p. 206, 207, 210, 212
3.3.5.	Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds. Example: Discuss the different words that are used to imitate sounds. To explore these words further, read a book on the topic, such as <i>Cock-a-doodle doo! What Does It Sound Like to You?</i> by Marc Robinson, in which the author discusses the words that various languages use for such sounds as a dog's bark, a train's whistle, and water dripping.	TE: Week 5: <i>River Running</i> , p. 198, 199, 202, 203, 206, 210 TE: Week 19: <i>Saved by the Sea</i> , p. 265, 266 TE: Week 24: <i>He Ran Because He Loved to Run</i> , p. 422, 423, 424, 425 TE: Week 26: <i>Red Alert!</i> , p. 122
3.3.6.	Identify the speaker or narrator in a selection. Example: Read a book, such as <i>Class Clown</i> by Johanna Hurwitz or <i>Dinner at Aunt Connie's House</i> by Faith Ringgold, and identify who is telling the story. Share examples from the story for how the reader can tell that it is told by that character.	TE: Week 9: <i>Deep Trouble</i> , p. 324, 333 TE: Week 15: <i>Jason and Jake</i> , p. 140, 144, 148 TE: Week 21: <i>Not Exactly</i> , p. 327 TE: Week 30: <i>Waterworks</i> , p. 236
3.3.7.	Compare and contrast versions of the same stories from different cultures.	TE: Week 5: <i>River Running</i> , p. 195 TE: Week 6: <i>Aunt Rose's New Sports Car</i> , p. 228, 229, 231 TE: Week 11: <i>The Wild Snow Dog</i> , p. 396, 397, 402 TE: Week 13: <i>Shake it Up All Around</i> , p. 68, 72, 73, 76 TE: Week 14: <i>Flooded Out</i> , p. 98, 99 TE: Week 15: <i>Kwanzaa Celebration</i> , p. 157, 159 TE: Week 22: <i>The Bike Race</i> , p. 336, 337, 339 TE: Week 25: <i>Making the Leaves Talk</i> , p. 64, 65, 67 TE: Week 29: <i>The Racer</i> , p. 206, 207, 210, 212 TE: Week 33: <i>I Want to Act</i> , p. 349
3.3.8.	Identify the problem and solutions in a story.	TE: Week 5: <i>River Running</i> , p. 203 TE: Week 26: <i>Ninjas</i> , p. 107 TE: Week 30: <i>Waterworks</i> , p. 237 TE: Week 31, <i>Who Was Benjamin Franklin?</i> , p. 269

Standard 4**WRITING: Processes and Features**

Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Organization and Focus

3.4.1.	Find ideas for writing stories and descriptions in conversations with others; in books, magazines, or school textbooks; or on the Internet.	TE: Week 5: River Running, p. 201, 205 TE: Week 17: Cattle Caller on the Oregon Trail, p. 201 TE: Week 29: The Racer, p. 201
3.4.2.	Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.	TE: Week 4: Gorilla Mountain, p. 170, 179, 183 TE: Week 10: Louis Braille and the Secret Alphabet, p. 367 TE: Week 25: Making the Leaves Talk, p. 71, 78, 79, 87
3.4.3.	Create single paragraphs with topic sentences and simple supporting facts and details.	TE: Week 4: Gorilla Mountain, p. 170, 178, 179, 183 TE: Week 5: The Firelighter, p. 221 TE: Week 10: Louis Braille and the Secret Alphabet, p. 367 TE: Week 16: Tracking Animals, p. 174, 178 TE: Week 21: China's Treasure, p. 312 TE: Week 23: The Sounds We Hear, p. 382 TE: Week 28: I Love Killer Whales, p. 170, 174 TE: Week 31: Who Was Benjamin Franklin?, p. 270
3.4.9.	Organize related ideas together within a paragraph to maintain a consistent focus.	TE: Week 4: Gorilla Mountain, p. 179, 183 TE: Week 7: Why Not Try a Triathlon?, p. 283 TE: Week 21: China's Treasure, p. 313, 317 TE: Week 27: The Adventures of Tuffy and Keira, p. 143

Research Process and Technology

3.4.4	Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).	TE: Week 2: Granddaddy's Season, p. 107, 111 TE: Week 20: Statues of the World, p. 278, 280 TE: Week 22: Katrina, p. 360 TE: Week 29: The Racer, p. 199, 203, 207, 211 TE: Week 31: Who Was Benjamin Franklin? p. 265, 266, 269, 273, 277
3.4.5	Use a computer to draft, revise, and publish writing.	TE: Week 8: The Scent of a Gypsy Dance, p. 296, 309 TE: Week 27: The Adventures of Tuffy and Keira, p. 142, 155 TE: Week 27: Step up to the Plate, p. 159

Evaluation and Revision

3.4.6	Review, evaluate, and revise writing for meaning and clarity.	TE: Week 6: Aunt Rose's New Sports Car, p. 234, 243, 247 TE: Week 13: Shake it Up All Around, p. 70, 87 TE: Week 20: Statues of the World, p. 278, 279, 295 TE: Week 26: Ninjas!, p. 104, 113
3.4.7	Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.	TE: Week 6: Aunt Rose's New Sports Car, p. 234, 243, 247 TE: Week 13: Shake it Up All Around, p. 70, 87 TE: Week 20: Statues of the World, p. 278, 279, 295 TE: Week 26: Ninjas!, p. 104, 113
3.4.8	Revise writing for others to read, improving the focus and progression of ideas.	TE: Week 4: Gorilla Mountain, p. 168, 169, 175, 183, 187 TE: Week 14: Shake It Up all Around, p. 68, 72, 76, 78 TE: Week 22: Katrina, p. 360, 361, 362, 363 TE: Week 25: Making the Leaves Talk, p. 71, 75, 76, 79, 83, 87

Standard 5**WRITING: Applications (Different Types of Writing and Their Characteristics)**

At Grade 3, students continue to write compositions that describe and explain familiar objects, events, and experiences. Students write both informal and formal letters. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 3 students use the writing strategies outlined in Standard 4 —

Writing Processes and Features to:

3.5.1.	Write narratives that: provide a context within which an action takes place. include details to develop the plot. Example: Write a story based on an article in a magazine, such as Cricket or Stone Soup, about what life was like 100 years ago.	TE: Week 4: Gorilla Mountain, p. 171 TE: Week 16: Tracking Animals, p. 175 TE: Week 17: One Gold Finger, p. 221 TE: Week 28: I Love Killer Whales, p. 183, 187 TE: Week 32: Spiders in My Stomach, p. 296, 300
3.5.2.	Write descriptive pieces about people, places, things, or experiences that: develop a unified main idea. use details to support the main idea. Example: Write a description for how to make a model boat. Include clear enough directions so that a classmate can make the model. Write a description of a favorite place using clear details so that the reader can picture the place and understand why it is a favorite place.	TE: Week 4: Gorilla Mountain, p. 170, 178, 179, 183 TE: Week 5: The Firelighter, p. 221 TE: Week 10: Louis Braille and the Secret Alphabet, p. 367 TE: Week 16: Tracking Animals, p. 174, 178 TE: Week 21: China's Treasure, p. 312 TE: Week 23: The Sounds We Hear, p. 382 TE: Week 28: I Love Killer Whales, p. 170, 174 TE: Week 31: Who Was Benjamin Franklin?, p. 270

3.5.6.	Write persuasive pieces that ask for an action or response. Example: Write a persuasive letter to your family asking for your favorite foods on a special occasion, such as your birthday or a holiday.	TE: Week 4: Gorilla Mountain, p. 171, 175 TE: Week 16: Tracking Animals, p. 171, 175 TE: Week 17: One Gold Finger, p. 221 TE: Week 28: I Love Killer Whales, p. 183, 187 TE: Week 31: Who Was Benjamin Franklin? p. 271 TE: Week 32: Spiders in My Stomach, p. 296, 300 TE: Week 35: Twin Power, p. 386, 396
3.5.3.	Write personal, persuasive, and formal letters, thank-you notes, and invitations that: show awareness of the knowledge and interests of the audience. establish a purpose and context. include the date, proper salutation, body, closing, and signature. Example: Write a letter to a pen pal in another country describing your family, school, and town and asking the pen pal questions about himself or herself. Write an invitation asking an adult to come to speak in the classroom. Write a persuasive letter to your family asking for your favorite foods on your birthday.	TE: Week 4: Gorilla Mountain, p. 171 TE: Week 15: Jason and Jake, p. 155 TE: Week 31: Who Was Benjamin Franklin?, p. 271
3.5.4.	Use varied word choices to make writing interesting. Example: Write stories using varied words, such as cried, yelled, or whispered instead of said.	TE: Week 3: Hoppy, p. 138, 150, 151 TE: Week 3: The Circle Shell, p. 157 TE: Week 11: The Wild Snow Dog, p. 400, 401 TE: Week 14: Flooded Out, p. 105, 116 TE: Week 19: Deep Water Danger, p. 246, 255 TE: Week 24: Magda the Mammoth Hunter, p. 421 TE: Week 33: Never Give Up, p. 330, 331, 335, 339
3.5.5.	Write for different purposes and to a specific audience or person. Example: Write an article about the library at your school. Include a list of ways that students use the library.	TE: Week 4: Gorilla Mountain, p. 171 TE: Week 16: Tracking Animals, p. 171, 175 TE: Week 17: One Gold Finger, p. 221 TE: Week 28: I Love Killer Whales, p. 183, 187 TE: Week 31: Who Was Benjamin Franklin? p. 271 TE: Week 32: Spiders in My Stomach, p. 296, 300 TE: Week 35: Twin Power, p. 386, 396
3.5.7.	Write responses to literature that: demonstrate an understanding of what is read. support statements with evidence from the text. Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.	TE: Week 11: The Wild Snow Dog, p. 400 TE: Week 12: Slam Dunk, p. 431 TE: Week 17: Cattle Caller On The Oregon Trail, p. 200 TE: Week 29: The Racer, p. 212 TE: Week 31: Who Was Benjamin Franklin?, p. 270, 271

Research Application

3.5.8	<p>Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: uses a variety of sources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors). organizes information by categorizing it into more than one category (such as living and nonliving, hot and cold) or includes information gained through observation.</p> <p>Example: After making observations and completing research at the library, write a report that describes things found in nature and things that are found outside of nature.</p>	<p>TE: Week 4: Gorilla Mountain, p. 170, 179, 183</p> <p>TE: Week 10: Louis Braille and the Secret Alphabet, p. 367</p> <p>TE: Week 25: Making the Leaves Talk, p. 71, 78, 79, 87</p>
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Standard 6**WRITING: English Language Conventions**

Students write using Standard English conventions appropriate to this grade level.

Handwriting

3.6.1	Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.	TE: Week 21: China's Treasure, p. 325 TE: Week 25: Making the Leaves Talk, p. 87
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Sentence Structure

3.6.2.	Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.	TE: Week 2: Granddaddy's Season, p. 117
	Declarative: This tastes very good.	TE: Week 12: Slam Dunk, p. 426
	Imperative: Please take your seats.	TE: Week 16: Tracking Animals, p. 175
	Interrogative: Are we there yet?	TE: Week 20: Statues of the World, p. 283
	Exclamatory: It's a home run!	TE: Week 24: Magda the Mammoth Hunter, p. 417
		TE: Week 32: Spiders in My Stomach, p. 313
		TE: Week 33: Never Give Up, p. 330, 338, 339

Grammar

3.6.3	Identify and use subjects and verbs that are in agreement (we are instead of we is).	TE: Week 7: Why Not Try a Triathlon?, p. 262, 263, 264, 270, 272, 276, 282, 283 TE: Week 14: Flooded Out, p. 102, 103, 106, 107 TE: Week 30: Waterworks, p. 233, 234
3.6.4	Identify and use past (he danced), present (he dances), and future (he will dance) verb tenses properly in writing.	TE: Week 7: Why Not Try a Triathlon?, p. 262, 263, 264, 270, 272, 276, 282, 283 TE: Week 14: Flooded Out, p. 102, 103, 106, 107 TE: Week 30: Waterworks, p. 233, 234
3.6.5	Identify and correctly use pronouns (it, him, her), adjectives (brown eyes, two younger sisters), compound nouns (summertime, snowflakes), and articles (a, an, the) in writing.	TE: Week 1: Race Day, p. 77 TE: Week 2: Chicago's Burning, p. 122 TE: Week 8: Jackie's Best Birthday Present, p. 314 TE: Week 9: The Wishing Stone, p. 350, 351 TE: Week 12: Slam Dunk, p. 425, 426 TE: Week 17: One Gold Finger, p. 218 TE: Week 17: Cattle Caller on the Oregon Trail, p. 207, 208 TE: Week 21: China's Treasure, p. 307, 308, 310, 314 TE: Week 22: The Bike Race, p. 347 TE: Week 24: Magda the Mammoth Hunter, p. 400, 410 TE: Week 25: Making the Leaves Talk, p. 69 TE: Week 30: Waterworks, p. 233, 234 TE: Week 31: Who Was Benjamin Franklin? p. 267, 279 TE: Week 35: Twin Power, p. 397

Punctuation

3.6.6	Use commas in dates (August 15, 2001), locations (Fort Wayne, Indiana), and addresses (431 Coral Way, Miami, FL), and for items in a series (football, basketball, soccer, and tennis).	TE: Week 4: Gorilla Mountain, p. 171 TE: Week 7: Why Not Try a Triathlon?, p. 267 TE: Week 28: I Love Killer Whales, p. 179
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Capitalization

3.6.7	Capitalize correctly geographical names, holidays, historical periods, and special events (We always celebrate the Fourth of July by gathering at Mounds State Park in Anderson, Indiana.)	TE: Week 9: Deep Trouble, p. 343 TE: Week 14: Flooded Out, p. 109, 117 TE: Week 31: Who Was Benjamin Franklin? p. 262
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Spelling

3.6.8	Spell correctly one-syllable words that have blends (walk, play, blend), contractions (isn't, can't), compounds, common spelling patterns (qu-; changing win to winning; changing the ending of a word from -y to -ies to make a plural, such as cherry/cherries), and common homophones (words that sound the same but have different spellings, such as hair/hare).	TE: Week 2: Chicago's Burning, p. 122 TE: Week 8: Jackie's Best Birthday Present, p. 314, 316 TE: Week 15: Jason and Jake, p. 142 TE: Week 17: One Gold Finger, p. 218 TE: Week 21: China's Treasure, p. 315, 316 TE: Week 22: Katrina, p. 360 TE: Week 24: Magda the Mammoth Hunter, p. 403, 404 TE: Week 25: Making the Leaves Talk, p. 69 TE: Week 32: Spiders in My Stomach, p. 292 TE: Week 33: I Want to Act, p. 348
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3.6.9	Arrange words in alphabetical order. Example: Given a list of words, such as apple, grapefruit, cherry, banana, pineapple, and peach, put them into correct alphabetical order: apple, banana, cherry, grapefruit, peach, and pineapple.	TE: Week 7: Why Not Try a Triathlon?, p. 278 TE: Week 14: Flooded Out, p. 111 TE: Week 19: Saved From the Sea, p. 266 TE: Week 32: Personal Trainer, p. 316
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Standard 7**LISTENING AND SPEAKING: Skills, Strategies, and Applications**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

3.7.1	Retell, paraphrase, and explain what a speaker has said.	TE: Week 5: River Running, p. 203 TE: Week 26: Ninjas, p. 107 TE: Week 30: Waterworks, p. 237 TE: Week 31: Who Was Benjamin Franklin?, p. 269
3.7.2	Connect and relate experiences and ideas to those of a speaker.	TE: Week 3: Hoppy, p. 137, 141, 155 TE: Week 13: Shake it up All Around, p. 85 TE: Week 22: The Bike Race, p. 356, 359 TE: Week 30: Waterworks, p. 249, 250
3.7.3	Answer questions completely and appropriately.	TE: Week 20: Statues of the World, p. 292 TE: Week 21: China's Treasure, p. 302 TE: Week 28: I Love Killer Whales, p. 175, 185 TE: Week 27: The Adventures of Tuffy and Keira, p. 152 TE: Week 27: Step Up to the Plate, p. 156
3.7.4	Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as hiss or buzz).	TE: Week 6: Aunt Rose's New Sports Car, p. 226, 227, 228, 229 TE: Week 5: River Running, p. 192, 194, 195 TE: Week 12: Slam Dunk, p. 418, 419, 420 TE: Week 13: Shake It Up All Around, p. 62, 63, 64, 65 TE: Week 23: The Sounds We Hear, p. 366, 367, 368, 369 TE: Week 25: Making The Leaves Talk, p. 62, 63, 64, 65
3.7.15	Follow three- and four-step oral directions.	TE: Week 8: Jackie's Best Birthday Present, p. 315 TE: Week 13: Shake it Up All Around, p. 83 TE: Week 14: Flooded Out, p. 119, 120 TE: Week 15: Jason and Jake, p. 135 TE: Week 19: Deepwater Danger, p. 243

Organization and Delivery of Oral Communication

3.7.5	Organize ideas chronologically (in the order that they happened) or around major points of information.	TE: Week 4: Gorilla Mountain, p. 169, 181 TE: Week 5: River Running, p. 201, 205 TE: Week 17: Cattle Caller on the Oregon Trail, p. 201 TE: Week 20: Statues of the World, p. 281 TE: Week 29: The Racer, p. 194, 201
3.7.6	Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.	TE: Week 11: The Wild Snow Dog, p. 400, 401 TE: Week 14: Flooded Out, p. 109 TE: Week 30: Waterworks, p. 234, 239, 243 TE: Week 33: Never Give Up, p. 331, 335, 339
3.7.7	Use clear and specific vocabulary to communicate ideas and establish the tone.	TE: Week 9: Deep Trouble, p. 344 TE: Week 21: China's Treasure, p. 323, 324 TE: Week 22: The Bike Race, p. 353, 359 TE: Week 30: Waterworks, p. 249
3.7.8	Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.	TE: Week 11: The Wild Snow Dog, p. 400 TE: Week 13: Shake it Up All Around, p. 85 TE: Week 31: Who Was Benjamin Franklin?, p. 281
3.7.9	Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.	TE: Week 6: Aunt Rose's New Sports Car, p. 244, 245 TE: Week 14: Flooded Out, p. 115, 116 TE: Week 24: Magda the Mammoth Hunter, p. 415 TE: Week 34: Changes, p. 359, 373

Analysis and Evaluation of Oral and Media Communications

3.7.10	Compare ideas and points of view expressed in broadcast and print media or on the Internet.	TE: Week 8: The Scent of a Gypsy Dance, p. 296, 300 TE: Week 9: Deep Trouble, p. 338 TE: Week 19: Deepwater Danger, p. 254, 261 TE: Week 30: Waterworks, p. 238, 242
3.7.11	Distinguish between the speaker's opinions and verifiable facts.	TE: Week 4: Gorilla Mountain, p. 170, 178, 179, 183 TE: Week 5: The Firelighter, p. 221 TE: Week 10: Louis Braille and the Secret Alphabet, p. 367 TE: Week 16: Tracking Animals, p. 173, 174, 177, 178 TE: Week 21: China's Treasure, p. 312 TE: Week 23: The Sounds We Hear, p. 382 TE: Week 28: I Love Killer Whales, p. 170, 174 TE: Week 31: Who Was Benjamin Franklin?, p. 270
3.7.16	Evaluate different evidence (facts, statistics, quotes, testimonials) used to support claims.	TE: Week 3: Hoppy, p. 150, 153 TE: Week 17: Cattle Caller on The Oregon Trail, p. 199, 200, 211, 215 TE: Week 20: Statues of the World, p. 286 TE: Week 24: Magda the Mammoth Hunter, p. 398, 408 TE: Week 25: Making the Leaves Talk, p. 78 TE: Week 33: Never Give Up, p. 338 TE: Week 33: I Want to Act, p. 348 TE: Week 35: Twin Power, p. 391, 395, 396, 399, 403

Speaking Applications

3.7.12	Make brief narrative presentations that: provide a context for an event that is the subject of the presentation. provide insight into why the selected event should be of interest to the audience. include well-chosen details to develop characters, setting, and plot that has a beginning, middle, and end.	TE: Week 5: River Running, p. 203 TE: Week 26: Ninjas, p. 107 TE: Week 30: Waterworks, p. 237 TE: Week 31, Who Was Benjamin Franklin?, p. 269
3.7.13	Plan and present dramatic interpretations of experiences, stories, poems, or plays.	TE: Week 11: The Wild Snow Dog, p. 400 TE: Week 13: Shake it Up All Around, p. 85 TE: Week 31: Who Was Benjamin Franklin?, p. 281
3.7.14	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	TE: Week 6: The Sandalwood Secret, p. 254 TE: Week 10: Louis Braille and the Secret Alphabet, p. 378 TE: Week 13: Shake it Up All Around, p. 86 TE: Week 25: Making the Leaves Talk, p. 85, 86